**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 11-8 Problem Solving. Use Reasoning** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Strong understanding of plain shapes and solid figures. | **Review Words:**  Side length, flat surface, vertices, edges, plain shape, solid figures: |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Daily Spiral review 11-8 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Review Vocabulary   Hold up random pattern blocks have kids call out.  Have students up solids review vocab. and count edges, surface.   1. How will you provide multiple opportunities for vocabulary to be used in context?   Students choose and use correct vocab. words as volunteer holds and points on shape. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Partner students.  Student 1 hides shape in hand and gives clues to partner 2 until shape is guessed.  (i.e.) My shape has 4 vertices and 4 equal sides.  How can you use clues about the attributes of the shapes and figures to solve the riddle? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Students make “What shape am I?” riddle flip cards.    What do you know from the first clue?  What do you know from the 2nd clue? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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